

**CLEAN VERSION  
NEW ENDORSEMENT**

*Includes 2012 CEC Advanced Standards  
and CEC 2013 Indicators (Draft)*

*7.15.13 – Special Education Ad Hoc*

*8.23.13 – NCTE Exec Comm*

**Special Education Supervisor  
Endorsement Guidelines  
to Accompany Rule 24  
(Adopted by the State Board  
of Education on \_\_\_\_/\_\_\_\_/20\_\_)**

**005.03 Special Education Supervisor**

**005.03A** Grade Levels: Birth through Grade 12

**005.03B** Endorsement Type: Field / Administrative

**005.03C** Persons with this endorsement may serve in all special education administrative and supervisory roles in Nebraska schools providing services for students with disabilities, birth through age 21.

**005.03D** Certification Endorsement Requirements: The Special Education Supervisor endorsement shall require a minimum of 36 graduate semester hours related to educational leadership and special education administration coursework, and include an internship experience in special education supervision.

**005.03D1** Additional Requirements: For admission to the program of study leading to this endorsement, the applicant must have or be eligible to hold a valid regular teaching certificate with a Special Education endorsement; and

**005.03D2** Have completed two (2) years of teaching in an approved or accredited school system.

**005.03E** Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES  
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN  
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Council for Exceptional Children (CEC), Advanced Preparation Standards (2012) and the CEC Advanced Special Education Administrator Specialty Set (2013).

**Advanced Standard 1. Assessment**

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Special Education Supervisors use valid and reliable assessment practices to minimize bias.

Element 1.1 Special education supervisors minimize bias in assessment.

Element 1.2 Special education supervisors design and implement assessments to evaluate the effectiveness of practices and programs.

Indicators include, but are not limited to: (Advanced Common Core Indicators are assumed.)

(SEA1 K1) Models, theories, and practices used to evaluate educational programs and personnel serving individuals with disabilities and their families.

(SEA1 S1) Advocates for and implements procedures for the participation of individuals with disabilities in accountability systems.

(SEA1 S2) Develops and implements ongoing evaluations of education programs and personnel.

(SEA1 S3) Designs and implements evaluation procedures that improve instructional content and practices.

**Advanced Standard 2. Curricular Content Knowledge**

Special Education Supervisors use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Special education supervisors align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities.

Element 2.2 Special education supervisors continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

Element 2.3 Special education supervisors use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities.

Indicators include, but are not limited to:

(SEA2 K1) Instruction and services needed to support access to the general curriculum for individuals with disabilities.

(SEA2 K2) Develops and implements an administrative plan that supports the use of instructional and assistive technologies.

(SEA2 K3) Provides ongoing supervision of personnel working with individuals with disabilities and their families.

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**Advanced Standard 3. Programs, Services, and Outcomes**

Special Education Supervisors facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.

- Element 3.1 Special education supervisors design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.
- Element 3.2 Special education supervisors use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.
- Element 3.3 Special education supervisors apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.
- Element 3.4 Special education supervisors use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.
- Element 3.5 Special education supervisors evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

- (SEA3 K1) Programs and services within the general curriculum to achieve positive school outcomes for individuals with disabilities.
- (SEA3 K2) Programs and strategies that promote positive school engagement for individuals with disabilities.
- (SEA3 S1) Develops and implements a flexible continuum of services based on effective practices for individuals with disabilities and their families.
- (SEA3 S2) Develops and implements programs and services that contribute to the prevention of unnecessary referrals.
- (SEA3 S3) Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals and their families.

**Advanced Standard 4. Research and Inquiry**

Special Education Supervisors conduct, evaluate, and use inquiry to guide professional practice.

- Element 4.1 Special education supervisors evaluate research and inquiry to identify effective practices.
- Element 4.2 Special education supervisors use knowledge of the professional literature to improve practices with individuals with disabilities and their families.

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Element 4.3 Special education supervisors foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

- (SEA4 K1) Research in administrative practices that supports individuals with disabilities and their families.
- (SEA4 S1) Engages in data-based decision-making for the administration of educational programs and services that supports individuals with disabilities and their families.
- (SEA4 S2) Joins and participates in professional administrative organizations to guide administrative practices when working with individuals with disabilities and their families.

**Advanced Standard 5. Leadership and Policy**

Special Education Supervisors provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

- Element 5.1 Special education supervisors model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.
- Element 5.2 Special education supervisors support and use linguistically and culturally responsive practices.
- Element 5.3 Special education supervisors create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.
- Element 5.4 Special education supervisors advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.
- Element 5.5 Special education supervisors advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.

Indicators include, but are not limited to:

- (SEA5 K1) Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with disabilities and their families.
- (SEA5 K2) Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with disabilities and their families.
- (SEA5 K3) Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with disabilities and their families.

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- (SEA5 S1) Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with disabilities and their families.
- (SEA5 S2) Applies leadership, organization, and systems change theory to the provision of services for individuals with disabilities and their families.
- (SEA5 S3) Develops a budget in accordance with local, state, and national laws in education, social, and health agencies for the provision of services for individuals with disabilities and their families.
- (SEA5 S4) Engages in recruitment, hiring, and retention practices that comply with local, state, and national laws as they apply to personnel serving individuals with disabilities and their families.
- (SEA5 S5) Communicates a personal inclusive vision and mission for meeting the needs of individuals with disabilities and their families.

**Advanced Standard 6. Professional and Ethical Practice**

Special Education Supervisors use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.

- Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education supervisor leadership.
- Element 6.2 Special education supervisors model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.
- Element 6.3 Special education supervisors model and promote respect for all individuals and facilitate ethical professional practice.
- Element 6.4 Special education supervisors actively participate in professional development and learning communities to increase professional knowledge and expertise.
- Element 6.5 Special education supervisors plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- Element 6.6 Special education supervisors actively facilitate and participate in the preparation and induction of prospective special educators.
- Element 6.7 Special education supervisors actively promote the advancement of the profession.

Indicators include, but are not limited to:

- (SEA6 K1) Ethical theories and practices as they apply to the administration of programs and services with individuals with disabilities and their families.

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- (SEA6 K2) Adult learning theories and models as they apply to professional development programs.
- (SEA6 K3) Professional development theories and practices that improve instruction and instructional content for individuals with disabilities.
- (SEA6 K4) Impact of diversity on educational programming expectations for individuals with disabilities.
- (SEA6 K5) Principles of representative governance that support the system of special education administration and supervision.
- (SEA6 S1) Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with disabilities and their families.
- (SEA6 S2) Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for individuals with disabilities and their families.

**Advanced Standard 7. Collaboration**

Special Education Supervisors collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

- Element 7.1 Special education supervisors use culturally responsive practices to enhance collaboration.
- Element 7.2 Special education supervisors use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.
- Element 7.3 Special education supervisors collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

- (SEA7 K1) Collaborative theories and practices that support the administration and supervision of programs and services for individuals with disabilities and their families.
- (SEA7 K2) Administrative theories and models that facilitate communication among all stakeholders.
- (SEA7 K3) Importance and relevance of advocacy at the local, state, and national level for individuals with disabilities and their families.
- (SEA7 S1) Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation.
- (SEA7 S2) Strengthens the role of parent and advocacy organizations as they support individuals with disabilities and their families.
- (SEA7 S3) Develops and implements intra- and interagency agreements that create programs with shared responsibility for individuals with disabilities and their families.
- (SEA7 S4) Develops seamless transitions of individuals with disabilities across educational continuum and other programs from birth through adulthood.

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- (SEA7 S5) Implements collaborative administrative procedures and strategies to facilitate communication among all stakeholders.
- (SEA7 S6) Engages in leadership and supervision practices that support shared decision making.
- (SEA7 S7) Demonstrates the skills necessary to provide ongoing communication, education, and support for families of individuals with disabilities.
- (SEA7 S8) Consults and collaborates in administrative and instructional decisions at the school and district levels.

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